DOCUMENT RESUME

ED 058 392 VT 014 192

AUTHOR	Berry, Suzanne
TITLE	Establishing a Training Program for Child Care Workers: A Guide for Teachers.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational and Technical Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	Inf-Ser-52
PUB DATE	Dec 71
NOTE	52p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Annotated Bibliographies; Child Care Centers; Child Care Occupations; *Child Care Workers; Day Care Services; Educational Programs; *Guidelines; Home Economics Education; *Job Training; *Occupational Home Economics; Program Descriptions; *Program Development; Subprofessionals

ABSTRACT

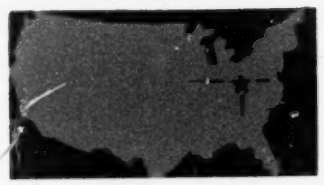
The critical shortage of child care personnel trained to work with children from infancy through adolescence, calls for the creation of training programs at the subprofessional level. Intended for the day care and child welfare agency personnel, teachers, and others interested in training child care workers, this publication offers guidelines for use in establishing such programs at the secondary, post-secondary, or adult training level. The guidelines, which were developed from a review of curriculum materials and training programs specifically for child care workers, are organized under these categories: (1) General Considerations, (2) Program Objectives, (3) Advisory Committee, (4) Program Staffing, (5) Program Director and Teacher Qualifications, (6) Program Funding and Costs, (7) Trainee Selection, (8) Curriculum, (9) Facilities and Equipment, (10) Establishing and Operating a Child Care Laboratory, and (11) Evaluation, Placement, and Followup. In addition to the guidelines, descriptions of several secondary, post-secondary, and adult training programs for child care workers, and an annotated bibliography are included. (Author)

ED058392

ERIC Clearinghouse on Vocational and Technical Education

Information Series No. 52

VT 014 192



ESTABLISHING A TRAINING PROGRAM FOR CHILD CARE WORKERS

A Guide for Teachers

VT014192

preface

The enrollment of preschool children is expected to double in the three-year period from 1969 through 1972, creating a critical shortage of trained preschool personnel. The development of adequate day care services is dependent on the availability of well trained child care workers. This publication utilizes a review of existing curriculum materials and training programs specifically for child care workers as a basis for guidelines for secondary, post-secondary, or adult programs at the sub-professional level. It is intended to assist teachers, day care center directors, child welfare agency personnel, and others interested in reviewing the key concepts relative to the establishment of training programs. The author has been selective by citing in the annotated bibliography only references believed to be most useful to teachers.

The profession is indebted to Suzanne Berry for her scholarship in the preparation of this report. Recognition is also due Mary Holmes, Tucson Community Council, Green Valley, Arizona and Mary Hurt, Bureau of Adult Vocational and Technical Education, U.S. Office of Education, for their critical review of the manuscript prior to its final revision and publication. J. David McCracken, information specialist at The Center, coordinated the publication's development.

Robert E. Taylor
Director
The Center for Vocational and Technical Education
ERIC Clearinghouse on Vocational and Technical Education

The material in this publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

ED058392

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Information Series No. 52
VT 014 192

ESTABLISHING A TRAINING PROGRAM FOR CHILD CARE WORKERS: A GUIDE FOR TEACHERS

Suzanne Berry

ERIC Clearinghouse on Vocational and Technical Education
The Center for Vocational and Technical Education
The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210
December, 1971

contents

The Problem 1
Need 2
Programs 4
Guidelines 21
Annotated Bibliography 33

introduction

This paper has been an attempt to provide guidelines for use by day care and child welfare agency personnel, teachers, and others in developing secondary, post-secondary, and adult training programs for child care workers. In formulating the guidelines, a review was made of several secondary, post-secondary, and adult training program reports as well as several curriculum materials, most of which were found in *Research in Education* (RIE), *Abstracts of Research and Related Materials in Vocational and Technical Education* (ARM), *Abstracts of Instructional Materials in Vocational and Technical Education* (AIM), and *Current Index to Journals in Education* (CIJE). These sources were searched manually and by computer from 1966 to the present.

Appreciation is expressed to Dr. J. David McCracken for his assistance in writing this paper, to Dr. Joel H. Magisos for the opportunity to prepare this paper, and to Dr. Ann Gorman and Dr. Sue Kirkpatrick for their assistance in revising the paper.

the problem

Increasing attention is being given to the need for day care services and facilities by a number of groups concerned with the growth and development of children from infancy through adolescence. For example, the concensus of participants in a one-day consultation between representatives of public and private agencies was that the shortage of day care services could be met only if all levels of government, labor, management, child welfare and day care organizations, and education participate in providing large-scale programs to provide good facilities for all children who need them (U.S. Department of Labor, 1968b). According to the Child Welfare League of America (Ruderman, 1968), the number of day care facilities in the U.S. has remained constant or declined since World War II, despite the increasing number of working mothers and the desire for day care services. A report exploring background variables related to preschool teaching suggests that enrollment of preschool children will double by 1972, creating a critical shortage of trained preschool personnel (Katz and Weir, 1969). The inadequate number of day care facilities, including personnel, is cited by Keyserling (1967) as ". . .one of the most serious deficiencies in our educational and social service structure" (p. 5).

An important aspect in the development of day care services is providing well trained child care workers. The training requirements for child care workers in many states are inadequate (Katz and Weir, 1969). Therefore, guidelines would be useful in developing and teaching a secondary, post-secondary, or adult training program for child care workers. Thus, the purpose of this paper is to review existing curriculum materials and training programs for child care workers and to provide guidelines for developing a secondary, post-secondary, or adult program at the sub-professional level. The review and guidelines will be limited to programs that train personnel to work with normal children rather than handicapped or emotionally disturbed children.

Definitions. According to the Child Welfare League of America (1969), day care services refer to organized programs that provide children from infancy through adolescence with supplementary care and protection for some part of a 24-hour day outside their home. However, to get away from the concept of day care as merely "custodial care," day care services as used in this paper refer not only to programs providing supplementary care and protection but also to programs providing activities that foster the children's intellectual, social, emotional, and physical development. These programs can occur in a variety of settings, including day care centers, nursery schools, parochial preschools, Montessori schools, parent cooperative nursery schools, adult and senior high school child observation classes, Head Start Child Development Centers, preschools associated with research and development projects, and university laboratory centers (Katz and Weir, 1969).

The term child care worker, as used in this paper, refers to a person at the sub-professional level who has completed a secondary, post-second-

ary, or adult training program and is employable as an aide or assistant in one of the day care programs listed above. The guidelines provided in this paper are aimed toward developing child care workers at the sub-professional level.

need

Several factors are responsible for the need to expand the availability of day care services and facilities. The first of these is an increase in the number of mothers of young children who are under 35 years of age and working (Waldman, 1967). Surveys by the Women's Bureau (U.S. Department of Labor, 1967a, 1968a, and 1970a) illustrate the increasing number of working mothers with children under 17 years of age, as shown in Table 1.

Table 1. Working Mothers with Children Under 17 Years of Age (1966-1970)

Year	Total Working Women (in millions)	Mothers with Children 6-17 (in millions)	Mothers with Children 3-5 (in millions)	Mothers with Children Under 3 (in millions)
1966	27.8	6.1	1.7	2.1
1967	27.5	6.5	1.9	2.2
1969	29.9	11.6	2.1	2.1

The increase in employment of mothers is expected to continue. For example, the U.S. Department of Labor (1970b) estimates that the number of working mothers between 20-44 years of age with preschool children will increase to 6.6 million in 1985. Reasons for the increase in maternal employment include federal legislation outlawing sex discrimination, expanding job market of the 1960's, decline in birth rate among 21-24 year old wives, changing attitudes of society, employers, and families toward working mothers, increased educational attainment, and aspiration for better levels of living (U.S. Department of Commerce, 1971 and Waldman, 1967).

Economic need is not the main reason women work. A survey by the Child Welfare League of America (Ruderman, 1968), which was concerned with public attitude toward day care, child care arrangements made by working mothers, and the status of organized day care facilities, revealed that many attitudes toward working mothers reflect ignorance and bias. For example, in the survey there were as many working mothers in the upper- and middle-income levels as there were poor working mothers. The general conclusion of the Child Welfare League was that it is not accurate

to equate maternal employment with deprivation and poverty. For this reason, the Child Welfare League strongly recommends that the concept of day care as being only for children whose parents are extremely poor, disabled, deceased, or missing or for children who are handicapped or disturbed must be changed. Day care should be conceptualized as a child care program for all income levels of society which emphasizes the child's needs rather than his parents' economic or social circumstances (Ruderman, 1968, p. 341). Fischer (1970) also recommends that day care programs should not be exclusively for the poor, because "small children could suffer irreparable damage if they are denied the opportunity to associate with a peer group that is racially, socially, and economically integrated" (p. 1).

A second factor contributing to the need for expanding day care services concerns the poor. While economic need is not the main reason women work, there are many poor mothers who might take advantage of job training programs and be able to work if adequate child care facilities were available for their children (Keyserling, 1967 and Waldman, 1967). According to statistics from the U.S. Department of Commerce (1970), changes have occurred in the structure of poor facilities. For instance, families receiving under $3,000 in 1969 were headed by a higher proportion of females than in previous years. This represents an increase from 16 percent in 1949 to 35 percent in 1969. Of the 25.5 million families below poverty level in 1970, 11.2 million (44 percent) were headed by females (U.S. Department of Commerce, 1971). According to U.S. Department of Labor (1966) statistics, employment of the female head usually takes their families out of the poverty classification.

Meeting the needs of the working mothers' children is a third factor responsible for the increased need for adequate day care facilities and services. A joint 1965 survey by the Children's Bureau and Women's Bureau (Brittain and Low, 1965; Low and Spindler, 1968; and U.S. Department of Labor, 1967c and 1968c) of 6.1 million working mothers, who were employed at least 24 weeks during 1964 and had at least one child under 14, revealed that too many of the children did not receive good child care services. Of the 12.3 million children under 14 years of age, 46 percent received care at home by someone other than the mother, 15 percent received care away from home, 15 percent had mothers who worked only during school hours, 13 percent were cared for by their mothers as they worked, and two percent received group care. The remaining eight percent, mostly 12 and 13 years of age, received no care. In lower income groups, the children were more likely to be cared for in someone else's home, more were expected to care for themselves, and more mothers cared for their children as they worked (U.S. Department of Labor, 1967b). Preliminary data from the U.S. Department of Health, Education, and Welfare (U.S. Department of Labor, 1970b) estimates that there are licensed day care facilities and homes for only about 640,000 children, while it is estimated that several million children need these services.

Other critical issues concerning the children's need for adequate day care services are provided by Wagner (1970) and the White House Conference on Food, Nutrition, and Health (1970). According to Wagner, there

is ". . .rapidly increasing evidence that, if the cycle of poverty is to be broken, intervention must be started before the child reaches three years of age. The brain reaches nearly all of its growth by this age, and cognitive or nutritional deprivation prior to this time produces irreversible changes" (p. 1). Related to breaking the poverty cycle is a recommendation from the panel concerned with establishing nutritional guidelines for children and adolescents of the White House Conference on Food, Nutrition, and Health. According to this panel, day care services should be established and expanded because they provide an opportunity for improving the nutritional status of children and for teaching the elements of nutrition to them and their families.

As a result of these factors demonstrating the need for day care services, the federal government has passed several bills which appropriate funds not only for establishing day care facilities but also for training child care workers. Federal legislation pertinent to training child care workers includes the 1967 Amendments to the Social Security Act, the Economic Opportunity Act, and Vocational Education Act of 1963, the Vocational Education Amendments of 1968, the Education Professions Development Act, and finally, the Comprehensive Preschool and Child Day Care Act of 1969 (U.S. Department of Labor, 1970b). Since a major problem in expanding day care services is the lack of qualified personnel, those concerned with training child care workers should take advantage of funding made available by the federal legislation and the guidelines provided in this paper.

programs

This section provides brief descriptions of a few secondary, postsecondary, and adult programs for training child care workers. Included in the descriptions, which are organized by grade level, are program objectives, administrative considerations, program content, and program evaluation, placement, and follow-up. In describing the program content, an attempt was made to include the age level of the children with whom the trainees were working, program length, teacher qualifications, entrance requirements, and curriculum for the trainees as well as the children. However, many of these items were not included in the original reports.

The programs included represent those that could be identified by the author and are, therefore, not offered as exemplary programs. Rather, they are used to illustrate the type of training programs that have been provided. One point demonstrated by these programs is that the training of child care workers is not limited to the public school system nor to any one discipline.

The majority of the identified programs were offered at the secondary and adult levels, with most of them training personnel prior to employment. However, two programs (Arnote, 1969, and Illinois Bureau of Employment Security, 1971) have provisions for hiring child care workers prior to train-

ing and then training them on the job. In addition to being offered predominantly at the secondary and adult levels, most of the identified programs trained personnel to work with preschool children (ages three to five). Only one program was devoted solely to training personnel to work with infants and toddlers (Arnote, 1969), but no existing programs were found which trained personnel to work with the older child before or after school. The training programs involving school-age children were generally provided to prepare teacher's aides. A day care program proposed by the Illinois Bureau of Employment Security (1971) provides for the training of child care personnel who will work with both preschool and school-age children. Because most of the programs appear to be directed toward training personnel to work with preschool children, there is a critical need to develop more programs to train personnel to work with infants, toddlers, and school-age children.

Because few reports of training programs could be identified, several program and curriculum materials related to training child care workers are included in the annotated bibliography of this paper. For additional information on developing and providing child care training programs, the reader is urged to review the annotations.

Secondary Training Program

One of four gainful home economics programs offered by Berkeley High School, California, is a Nursery School Teacher Aide program which combines classroom instruction with on-the-job training (Tenney, 1970).

Program Objectives

1. To provide high school graduates with enough training for entry-level employment and also to encourage further training and education which lead to job advancement.

2. To improve the individual's self-image.

Program Content

Students who enroll in the program the first semester take two periods of theory three days a week and operate a nursery school in the home economics department two days a week. The first semester is a prerequisite for the second semester's work in which students work under supervision in nursery schools and day care centers throughout the city. The students are provided with bus fare and are expected to work every day.

Secondary Training Program

The Home Economics Department of Ferndale High School, Michigan (1967), developed a one-year (9 month) pilot training program to provide child care aide training for high school students unable to attend college but who enjoy working with people. Several factors were responsible for the

development of the program, including the funding impetus of the Vocational Education Act of 1963, an established community interest in and need for a child care aide training program, and a child study facility located in the high school. The child care aide as described in this program refers to one who helps the child care assistant, though many of the aides could function as a child care assistant.

Program Objectives

1. To prepare trainees in all phases of child care, including knowledge of necessary skills and an understanding of the physical, emotional, intellectual, and social development of children, so that they are employable, under supervision of qualified personnel, in private homes, child care institutions, and group care centers.

2. To provide a laboratory for training a wage-earning service occupation as well as utilizing the laboratory for students of other disciplines.

3. To evaluate the child study facility as a laboratory for vocational training.

4. To test the use of a given block of time in the training schedule.

5. To determine the kind of experiences and activities necessary for job success.

6. To try cooperative pilot programs in which students would work part-time at training stations and at the same time would receive related instruction in child care and development.

Program Administration

The high school home economics teacher-coordinator was in charge of implementing the program, coordinating the training stations, instructing students in the related child care class, and evaluating the students. With budget constraints eliminating the possibility of hiring a trained nursery school assistant, the teacher-coordinator assumed the responsibility for the entire program. It was recommended that unless the teacher-coordinator has background training and experience in child care work, she should not attempt the program without a trained assistant.

The teacher-coordinator also interviewed and selected the 14 preschool children—six girls (three 3-year-olds and three 4-year-olds) and eight boys (four 3-year-olds and four 4-year-olds). The selection procedure included an initial telephone contact and interview with one or both of the parents.

Program Content

Basically, a three-hour per day training schedule was followed by all 19 trainees, with schedule conflicts solved on an individual or group basis.

The students met daily for a one-hour organized child growth and development class. Following the class, half the girls spent two days (two hours per day) in the high school laboratory and the remaining three days (two hours per day) in one of the training stations. The other half of the class spent three days (two hours per day) in the high school laboratory and the remaining two days (two hours per day) in one of the training stations. The two groups reversed their training half way through the program. Training stations included four day care centers, one child development center (Headstart), one health center, and one hospital. Eight of the trainees worked exclusively at their training stations.

During the first month, trainees met for three hours of orientation daily, which included many field trips and outside speakers. By the middle of the second month, several trainees had begun their cooperative work experience and by the second month all those in the cooperative program were working. The high school laboratory began operation shortly after the beginning of the third month.

The program in the training stations was planned by the supervising teachers in the participating centers. The high school home economics teacher-coordinator planned a flexible, unstructured program for the trainees and preschool children attending the high school laboratory nursery. The two-hour preschool program began with a 45-minute free play period with children choosing an activity (either indoor or outdoor activity) and was followed by a snack period. The morning session ended with a 45-minute period of organized activities, including musical games, songs, finger plays, and story reading or telling.

During the two-hour nursery school sessions, two trainees each were assigned to one of four areas (kitchen and snack, family living and quiet activities, paints and crafts, and blocks, gym, and outdoor activities). These assignments rotated every four weeks. Prior to the arrival of the preschool children, the teacher-coordinator checked over the plans for the day, and the trainees prepared their assigned areas. Following departure of the preschool children, trainees and teacher-coordinator cleaned the nursery, evaluated the morning sessions, and reviewed plans for the next day.

Program Evaluation, Placement, and Follow-up

Evaluations of the training program were made by the supervising teachers in the training stations, by the trainees, by the employers, by the parents, and by school administrators. In addition, each trainee's performance was evaluated by the trainee and her superior.

Of the 19 trainees who began the training, four did not complete the program and of those who did, all had been placed on jobs for the summer and/or fall. Several trainees made plans to continue their education either in nursery education or nursing. No plans for follow-up were included in this report.

Secondary Training Program

The Teacher Aide and Child Care (TACC) program was initiated by Waterford Township High School, Pontiac, Michigan, in the Fall of 1965

(Garrison, 1970). The program is designed to provide intensive work experience for students interested in teaching careers or in less formal work with children.

Program Objectives

1. To develop a greater understanding of younger children through practical experience, systematic study, and seminar-type experience.

2. To create in students an appreciation and realistic understanding of teaching and related occupations that entail daily involvement with children.

3. To provide an opportunity for the participant to analyze his vocational performance as it related to his interest and potential for working with children.

4. To make students aware of the rewards of working with children before they choose occupational goals.

5. To broaden the scope of an elementary school's program by allowing high school students to participate in service-centered activities that provide help to teachers, children, and community.

Program Content

Students entering the TACC program may earn one or two semesters of credit. They are assigned to a cooperating teacher (nursery school, elementary school, junior high, or special service area), where they work with children under supervision at least four hours per week. In addition to the supervised work experience, students attend weekly seminars where they have an opportunity to exchange experiences as well as study and discuss topics related to teaching and child growth and development. The program is coordinated by the TACC program director who helps arrange the student's programs and consults with the cooperating teachers.

Many students who have completed the program have gone to college and are preparing to teach. Others have sought full-time employment as teacher aides, day care workers, or in other positions involving the care of children.

Secondary Training Program

A pilot program was organized by the Memphis City School System, Tennessee (1966) after results from a questionnaire sent to 5,000 home economics students demonstrated a need for training child care workers. The program provided a one-semester course that gave high school seniors an opportunity to help preschool children acquire basic educational concepts and skills needed for first grade. In addition, the student trainees received one unit of credit for the semester's work and wages the value of other work-study students.

Program Objectives

1. To identify the developmental stages of preschool children as a result of study, laboratory experiences, and home and school observations.

2. To develop techniques and skill in supervising the eating, resting, clothing needs, and health and organized activities of the preschool children.

3. To learn the basic rules of safety and to anticipate harmful activities.

4. To develop techniques for helping the preschool child to adjust to the center and participate in activities suitable for his age and/or achievement level.

5. To gain skill in assisting the teacher of the center with activities for the children.

6. To acquire knowledge of the importance of keeping accurate records.

7. To demonstrate creativity and ability in assembling, preparing, and displaying materials as needed in the center.

8. To gain efficiency in following the direction of the teacher and the routine of the center.

Program Administration

The pilot program was a cooperative experience involving home economics and elementary education, and all work was supervised by one home economics supervisor and two elementary supervisors. In addition, an advisory committee was organized to serve for the semester while the project was being conducted. Committee members included the preschool center teacher, elementary and secondary principals, the supervisors, a school nurse, high school home economics teacher, guidance counselor, PTA representatives, and a representative from a licensed day care facility. The responsibilities of the committee included describing learning experience for the preschool children and trainees, identifying furnishings, materials, and procedures which might improve the operation of the preschool center, and evaluating the project.

Program Content

The trainees were 20 economically disadvantaged high school seniors who had completed two or three units of home economics prior to the project. Pretests were administered to the trainees to determine their knowledge and experiences with child care situations. Achievement records were also studied to determine the scheduling of center responsibilities.

In addition to the 20 trainees, 20 preschool children who qualified under the Head Start formula were selected to attend the preschool center located in the high school. Parents of the preschool children were encouraged to participate in the preschool center activities and the adult education program. Parents were also invited to monthly meetings held at the preschool center, and the parents were visited in their homes by the preschool center teacher and trainees.

Trainees followed a time schedule that was developed by the preschool center teacher in accordance with the trainees' school schedule. The training program involved one hour of organized class work daily, and then each trainee was scheduled to work in the center three hours daily. Scheduling was such that during each period of the regular school day (7:30 a.m. to 4:00 p.m.), two or three trainees worked and observed in the center. The all day program for the preschool children included opening exercises, free play, active games, outdoor play, listening and rhythm activities, science and number experiences, quiet activities, rest periods, morning and afternoon snack, and lunch.

Program Evaluation, Placement, and Follow-up

Evaluation was accomplished by a team process consisting of the preschool center teacher, high school home economics teacher, the elementary and secondary principals. Additional measures consisted of parental evaluation, trainee self-evaluation, and center teacher and trainee evaluation of the children's progress.

The conclusion from the evaluation was that the trainees were successful in this pilot program and could become employed in child day care centers, preschool centers, or other institutions having legal responsibility for children. However, there was no mention of employment nor follow-up in the progress report (Memphis City School System, 1966).

Secondary Training Program

In 1965, Wakefield High School in Arlington, Virginia, established a nursery school as part of the home economics program, which gave students an opportunity to observe, participate, and evaluate their experiences with four-year-old children (Conafey, 1966). With the passage of the Vocational Education Amendments of 1963 and an opportunity to receive federal funds, plans were made to expand the general program into an occupational program in child care.

Program Development

During the planning phase, conferences were held with various school personnel, and a community survey of state and county employment agencies and private nursery schools was conducted to determine the possibility of employment for high school students trained as child care workers. The results of the survey revealed an urgent need for trained child care personnel.

The home economics staff then decided to offer a one-semester half-credit course on an experimental basis, which would be open to any interested students. Before the class was offered, however, it was necessary to extend the nursery school from a half day to a full school day and to expand the nursery school space and equipment.

Student response was greater than anticipated with 40 students, representing tenth, eleventh, and twelfth grade, reporting for enrollment, which necessitated the organization of two classes of 20 students each. At the end of the semester, seven of the students were employed as teacher aides by Head Start and two were employed by private nurseries. As a result of its initial success, the program was offered the following year.

Secondary, Post-Secondary, and Adult Training Programs

The child care training programs offered by the Atlanta public schools (Mallory, 1969) were established in relation to an expressed need. In 1963 the Georgia General Assembly passed an act which required the licensing of day care centers, and one of the licensing standards required that all employees have recent child care training. The first classes were held in 1964, and these were primarily for persons already employed in the day care center. The incentive for establishing ongoing secondary, post-secondary, and adult training programs came from the success of these first classes.

Program Objectives

1. To prepare students for employment and to upgrade those already employed in jobs concerned with the care and guidance of children.

2. To provide education for parenthood for parents and prospective parents.

Program Administration

The coordinator and consultant for the three-phase program is a child development specialist with experience in early childhood education. The adult education teachers are professional part-time teachers with occupational experience in the child care field, and the high school and post-secondary teachers are certified home economics teachers with special preparation and experience in child care.

An advisory committee also takes an active role in the administration of the three-phase training program. The 40 members making up the committee represent various health, education, and welfare disciplines, organizations, and agencies which have concern for children. Committee functions include advising the staff regarding the need for training paraprofessionals and content of the program, helping interpret the child development program in the community, and identifying job stations for internships and future employment.

Several sources of funds have been used in operating these programs, including the Vocational Education Act, the Atlanta public schools, and other public and private agencies.

Program Content

The adult education courses consist of several short-term courses (ranging from 30 to 60 hours each) which were developed to extend understanding and skill in working with young children. In addition to the short-term courses offered repeatedly, there are several classes developed to meet special needs, such as training older persons to work as child care workers. The majority of these classes are located in schools and are held during the evenings or on Saturday so that employed persons may attend. Public or private day care centers are used for observation and participation with children.

During the 1968-1969 school year, six two-year secondary programs were offered, with three additional programs scheduled for 1969-1970. During the junior year, students spend three hours daily in child development laboratories and the remaining two hours daily in regular school classes. During the senior year, students intern three hours daily as teachers' aides in pre-kindergarten, kindergarten, or first grade classes. The high school home economics teacher visits the work stations regularly to confer with the students' supervising teachers. In addition to the internship, students spend one hour daily in class with the home economics teacher and two hours daily in other subjects.

The high school students are paid a minimum wage through funds from various sources, and at the end of the two years, they receive certificates validating the training received. The majority of the students have gone on to post-secondary or college programs in early childhood education.

The two-year post-secondary program is offered by an area vocational-technical school and prepares students for employment as teachers, assistant teachers, and aides in day care centers as well as for other child-care related paraprofessional positions. The curriculum provides for class and laboratory experiences in child care and guidance along with course work in related and general education areas. During the last half of the second year, students work in various public and private child centered agencies under the supervision of the child development teacher and agency personnel. Students are awarded a certificate upon completion of the two-year program.

Of the 18 students who began in the post-secondary program, 14 completed, and 12 of the graduates have positions ranging from head teachers in day care centers to teaching assistants in exceptional children programs. The graduates' beginning salaries ranged from $4,000 to $4,500 per year.

Adult Training Program

The College of Education of the University of Arizona offered a 12-week migrant opportunity program in which 12 disadvantaged women from Mexican, Mexican-American, Negro, Yaqui Indian, and Anglo-Saxon backgrounds were trained as preschool teacher aides (Hobson, 1970).

Program Content

The training program was conducted in the Early Childhood Education Laboratory so that the trainees could observe as well as participate with children from infancy through six-years of age. In addition to observing children, trainees observed and critiqued micro-teaching demonstrations conducted by the professionally trained preschool teachers. In critiquing the demonstrations, the trainees were to identify principles of learning and the teaching methods used by the teachers. In developing trainee skill in the use of art media, playing games, finger play, creative dance, building toys, and story telling, the emphasis was on learning by doing.

Program Evaluation

Aides at the end of the program indicated that they felt they had developed a sense of self-confidence and had learned to communicate with children. They also felt they had developed better relationships with their own children. No mention of employment was included in the report (Hobson, 1970).

Adult Training Program

In the Summer of 1968, the Child Welfare League of America (CWLA) conducted a demonstration and research project to train 542 unemployed and underemployed persons as child care workers and help place them in new career positions (Berman, 1970). The antipoverty manpower development program was designed to operate in five cities with high levels of unemployment in the ghetto areas.

Program Objective

1. To devise a method to recruit, train, and place child care workers as a step toward reducing the serious shortage of manpower in the child care field.

Program Administration

The project was coordinated and funded by the U.S. Office of Education, and the CWLA administered the program centrally with the assistance of various sponsoring organizations (usually community colleges) in the five cities. The sponsoring organizations were required to establish a local advisory committee, whose function was to help develop job opportunities for the trainees. Local day care centers, child welfare agencies, and related child care facilities were asked to provide on-the-job training and employment for the graduates.

Program Content

The 12 week training program (20 week in one city) consisted of classroom instruction two days a week and supervised field work or practicum three days a week in a child care facility for which trainees received a training allowance from the U.S. Department of Labor. Classroom instruction, utilizing lectures, small group discussions, role playing, audiovisual aids, and peer group teaching, emphasized basic child care elements, including the developmental needs of children, health, recreation, discipline, self-awareness, family and community background, observation, and reporting. In addition to the child care curriculum, remedial education was offered enabling some trainees to obtain high school equivalency certificates. Counseling, particularly in relation to making job applications, dealing with day-to-day experiences, and recognizing individual strengths, was provided to the trainees.

Program Evaluation, Placement, and Follow-up

During the project, trainees encountered many problems which had to be resolved if possible. These included:

(1) job freezes in public agencies, resulting in lack of openings;

(2) inaccessibility of agencies because of lack of adequate transportation from the core cities to agencies, especially the institutions;

(3) inadequate salaries, particularly the day care centers;

(4) bias within agencies against the employment of blacks;

(5) failure to promote acceptance of trainees as coworkers;

(6) inadequate training allowances and delay in payment;

(7) resistance by some professional workers to trainees, for fear of lowering standards of service;

(8) health and family adjustment problems;

(9) lack of day care facilities for their children;

(10) long hours away from their families; and

(11) some lack of understanding by the employment services in the beginning as to the nature of child work, and a tendency to send

trainees who were not well motivated for the program, with the result that some dropped out and others experienced failure (Berman, 1970, pp. 157-158).

At the conclusion of the project, 434 (80 percent) of the 542 trainees who enrolled graduated, and 302 (70 percent) of the graduates were employed. Of the 302 who were employed, 259 (60 percent) were employed in child care jobs, and their salaries ranged from $3,933 to $4,805. This average salary of those employed in non-training related jobs ranged from $4,101 to $6,131. Additional findings of interest concerned 176 trainees who were also public assistance clients. A total of 144 public assistance clients graduated from the program, and 96 (67 percent) were employed and had salaries ranging from $3,817 to $4,797. In addition to the 302 graduates who were employed, 24 indicated that they would undertake advanced training, either an associate of arts degree or a nursing degree.

The conclusion reached by the CWLA was that the objective had been met to some degree. However, there was a problem of low salary level for the graduates who were employed as child care aides, which prompted these questions:

(a) Is the low level of salaries an indication that the new careers do not offer sufficient incentive?

(b) Is the salary level on entry into such a career valid as a step toward greater economic self-sufficiency?

(c) Is there really a career ladder with a progression of responsibility, opportunity, and commensurate salary?

(d) What can be done to improve the status and salary and work conditions of child care personnel to make the field attractive to new workers and retain current personnel? (Berman, 1970, p. 159).

As a result of this project, the CWLA obtained tentative approval to conduct a second, modified project, which was to begin in the spring of 1970. The plan called for a 16 week training program for 520 trainees in four cities.

Adult Training Program

The Houseparent Training Committee of the Welfare Council of Chicago and the Jane Addams School of Social Work, University of Illinois, conducted a 10 week summer training program to prepare adults for em-

ployment in child care institutions (Sherman, 1966). A grant from the U.S. Children's Bureau provided salaries for staff and clerical help and a weekly stipend for students to cover subsistence costs.

Program Objectives

1. To test the feasibility of prevocational training for child care workers.

2. To gain more precise knowledge of a desirable full-time curriculum in child care.

Program Content

The 23 students selected for training were interviewed and rated as to maturity, intelligence, and general educability by university faculty, the advisory committee to the project, and other social workers. Following selection, the students attended classes which emphasized the fundamentals of human development, child care methods, and identifying with the social service profession. Teaching methods used during the classes included lectures, readings, visits, guest speakers, written works, and T-groups. In addition to classroom instruction, the students spent two days a week in supervised field practicum until the end of the training period when they spent four days in an institution, enabling them to experience the total impact of institutional life.

Program Evaluation

Of the 23 who began the training program, 19 successfully completed it, and 14 were employed as child care workers. At the beginning of the program, only a few students indicated that they wanted to be child care workers, while the remainder had selected a child care career as a compromise (they would have preferred to be teachers or social workers). Questionnaires completed by the students at the end of the 10 week program revealed that those who had initially selected a child care career as a compromise found themselves with more responsibilities and better working conditions than expected.

Adult Training Program

To determine if wage-earning programs were needed in Mississippi, the Social Science Research Center at Mississippi State University (Witt and Wall, 1966) conducted five pilot projects for training in occupations requiring home economics competencies. One of these projects was a six month child care worker training project limited to out-of-school youth or adults.

Program Objectives

1. To provide an educational program for prospective child-care workers and to enrich the knowledge, attitudes, and skills of persons already employed in child care centers.

2. To develop a tentative curriculum guide for gainful employment in child care services.

3. To determine implications of secondary home economics wage-earning programs from the pilot project.

4. To provide experiences for student-teachers to see the role of gainful employment in home economics.

Program Administration

The project coordinator and assistant state supervisors administered the child care program which was sponsored by the home economics department of Mississippi State College for Women, Columbus, Georgia. Selection of the instructor was made by the project coordinator, state education department supervisors and local superintendents. In addition, an advisory committee of local persons was appointed for the child care program. Some of the committee functions included assisting in recruiting class members and interpreting project objectives to them, making suggestions regarding course content, providing advice and assistance in locating jobs for the trainees, and others.

Program Content

The 20 enrollees in each of the two child care training classes indicated that they either needed help in improving their skills or were interested in preparing for work in a day care center. At the first class session, pretests and check sheets were used to help determine the status of the enrollees and their interests. The enrollees then spent approximately 69 hours in lecture and demonstration. (No further explanation of the curriculum is included in the report.)

Program Evaluation, Placement, and Follow-up

Each enrollee's progress was evaluated informally through participation in class, reactions to socio-drama, performance at work, and change in general appearance. In addition, certificates were awarded to those persons who attended at least two-thirds of the scheduled class meetings, and 14 out of the 20 in each class were awarded certificates.

Evaluation of the pilot program revealed that it was successful in preparing personnel for gainful employment in child care occupations, and it was recommended that the program continue provided a need for child care workers existed in the community.

Tentative plans for follow-up included: (1) observing participants on the job and discussing his performance with the employer; (2) providing

prospective employers with the qualifications of participants; (3) providing the local employment office with participants' names, addresses, and qualifications; and (4) allowing participants to contact instructors about possible job opportunities. However, the results of such a follow-up are not provided in the report (Witt and Wall, 1966).

In-service Adult Training Program

In June, 1967 a Demonstration Nursery Center, which is part of a two-phase research and demonstration project sponsored by the Children's Bureau (DHEW) and The University of North Carolina at Greensboro, was established to provide for the daytime care of 30 middle class infants and toddlers ranging in age from two months through three years (Keister, 1970).

The objective of the Center is to examine the effects of group care on very young children in terms of adequacy of health protection, possibility of individualized care, social relationships, and cognitive development. Phase I of the project (1967-1970) was devoted to establishing, operating, and evaluating the Center, with some emphasis given to recruiting and training the paraprofessional staff. According to Keister (1970), a major portion of Phase II (1970-1973) will be devoted to identifying personal qualities needed in the child care staff and in defining the content of a formal and informal training program.

Program Administration

The staffing plan for the Center consists of the professional staff (a full-time director and nurse teacher and a part-time teacher for the three-year-olds) and the paraprofessional staff (seven nursery assistants, cook, part-time janitor, and relief help as needed). In order for staff working relationships to be close, all staff members (both the professional and paraprofessional) are involved in the interviewing, selection, and training of new nursery assistants. The following description will be limited to the interviewing, orientation, and training of nursery assistants as provided by Arnote (1969).

Program Content

The interviewing process is initiated by an interested applicant who is sent an application, and if the applicant's qualifications are judged as acceptable, he/she is notified for an interview appointment. In the personal interview, the Center staff is interested in the applicant's personal appearance, voice and speech, amount of initiative, whether there is dependable transportation, number and ages of children, health and occupational history, and other information. Decision to hire an applicant is delayed several days to give the Center staff and the applicant an opportunity to evaluate each other.

Once hired, the new nursery assistant makes arrangements with the University Business Office regarding benefits, insurance, and salary pay-

ments. Following this, the new assistant begins a week of orientation in which the professional staff discusses the purposes and goals of the Center and how they are met, the use and value of records kept on each child, health and physical care procedures, and other factors. The established assistants also participate in the orientation by sharing their experiences with the new assistant. In addition to meeting with the staff, the new assistant observes and assists in the five children's groups. Each assistant works for an eight-hour period with time off for morning and afternoon breaks and lunch, leaving a total of six and three-quarter hours spent with the children.

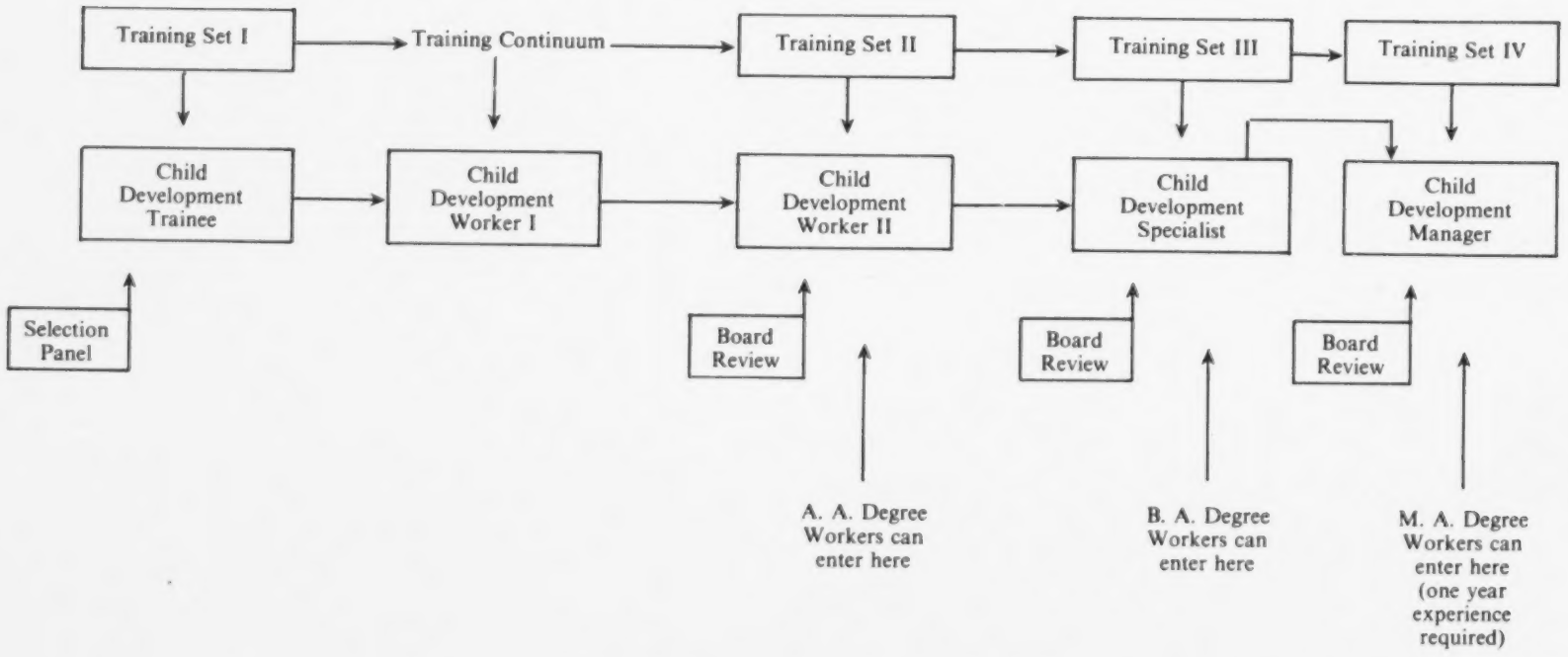
The training for the new assistant occurs while he/she is on the job. The new assistant as well as established assistants are encouraged to continually improve themselves through formal and informal means. Opportunities for paraprofessional staff development and improvement include: (1) casual conversations between staff, reading, memos, and others; (2) planned meetings, such as individual conferences between a nursery assistant and professional staff, staff meetings, conferences with parents, observation in other infant centers, attending special meetings, and others; and (3) experiences in keeping written observations of the children, self-evaluation, demonstrations and supervision from the professional staff, and consultations with the pediatrician, nutritionist, social worker, and psychologist. During contacts between the assistants and the professional staff, attention is given to questions concerning working relationships, families, physical health and safety, and the children's development.

Proposed In-service Adult Training Model for Inner City Residents

The Human Services Manpower Career Center of the Illinois Bureau of Employment Security (1971) conducted a feasibility study to develop an integrated model for the delivery of neighborhood-based child care services to residents of the inner city. These services include: "(1) quality child care for 40-50 preschool children, (2) after-school programs for a similar number of school children, (3) family life education and social services for the families affiliated with the program, and (4) a developmental program in child care and human services for all staff members" (p. 19).

The proposed child care program includes a Central Unit which serves a 25 block area, providing supportive and administrative services to five Mini-Centers, each serving a five block area. Each Mini-Center will provide child care, family life education, and social services to eight to 10 preschool children, a similar number of school-aged children, and their parents. Employees in the Mini-Centers will be recruited primarily from the neighborhood served by the Mini-Center, with emphasis on selecting welfare mothers who wish to enter child care or human service careers. Selection will not be based upon formal education requirements but on maturity, commitment to children, experience, and motivation. Six months prior to the opening of the Central Unit and Mini-Centers, and subse-

Table 2. Child Development Career Ladder



Source: Illinois Bureau of Employment Security. *Neighborhood-Based Child Care Services for the Inner City: A Service Model, A Staffing Plan, and A Program Implementation Strategy* (Chicago, Illinois: Human Services Manpower Center, Illinois Bureau of Employment Security, 1971), p. 36.

quently on a regular ongoing basis, employees will participate in an entry level training program in one of three areas: child development, human services, or clerical services.

The training model for the child development area, which incorporates a career ladder approach, allows the worker to begin at entry level as a child development trainee and proceed with training and experience to higher competency and salary levels. The career ladder is structured to not only provide promotion within but also provides entry points for new workers with prior training. An example of the child development career ladder is found on Table 2.

The six month training program will be a combination of 15 credit hours of course work at a local community college and supervised on-the-job practicum experiences. Following training, workers will be granted release time from work so that they may earn 24 credit hours each year (includes fall, winter, and summer terms), thus making it possible for them to obtain an Associate of Arts degree in two and one-half to three years. The proposed community college curriculum for the child development specialist emphasizes courses, seminars, and practicum experiences in these six areas: (1) child development from birth to adolescence, (2) health and nutrition of young children, (3) principles of early childhood education, (4) group care of young children, (5) activity programming for children, and (6) introduction to group dynamics.

guidelines

There are several guidelines which can be drawn from the review of existing programs and curriculum materials that would be helpful in developing and implementing secondary, post-secondary, or adult training programs for child care workers. The guidelines provided in this section are organized under these categories: general considerations, program objectives, advisory committee, program staffing, program director and teacher qualifications, program funding and costs, trainee selection, curriculum, facilities and equipment, establishing and operating a child care laboratory, and evaluation, placement, and follow-up. All these areas are important and should be considered when developing and implementing a training program.

General Considerations

Several factors should be considered before a secondary, post-secondary, or adult training program is initiated. One of the earliest considerations is a review of the state licensing requirements for programs involving the daytime care of children. The state requirements of importance are those pertaining to the training of child care workers. Other factors provided by Cozine (1966 and 1968) include:

1. Adequate amount of time for planning, offering, and evaluating the program. The staff, advisory committee, and trainees should be involved in these activities.

2. Evidence that: (a) employment opportunities with acceptable salaries, other benefits, and opportunity for advancement exist for those who complete the training; (b) there are persons who have the ability to successfully complete the training and are interested in receiving training; and (c) there are adequate child care facilities available to provide work experience for the trainees. A survey conducted by the advisory committee of local child care employers is one means of collecting this data. Gorman (1969) recommends that the advisory committee also work with the prospective employers to increase employee benefits.

3. Support from local and state educational leaders to insure that the training program is in line with the objectives of the total school program.

4. Determination of competencies needed by child care workers. Surveys by Cozine (1966) and Rahmlow and Kiehn (1967) reveal that these skills are important: (a) directing and supervising play, (b) administering first aid, (c) preparing materials, (d) assisting children with routines, (e) preparing and serving food, (f) purchasing and caring for equipment and supplies, (g) working with parents, (h) performing secretarial and clerical tasks, and (i) performing administrative tasks.

Program Objectives

After determining that a need for training child care workers exists and that there is support from local child care employers as well as educational leaders, clearly defined program objectives should be formulated. These points should be considered when determining the objectives:

1. In addition to the overall objective of preparing child care workers, specific objectives should be formulated on the basis of competencies needed by child care workers on the job.

2. The length of the program determines the emphasis placed upon the objectives.

3. The manner in which the objectives will be reached should be implicit in the stated objectives. For example, some objectives will be reached through course work, some through supplemental work, and others through direct experience with children.

Advisory Committee

According to several sources (King, 1960; Mallory, 1969; New York State Education Department, 1969; and U.S. Department of Health, Education, and Welfare, 1970), the advisory committee should be established at the outset of planning a training program for child care workers.

King (1960) recommends that "the committee be large enough to be representative of the community but small enough to permit active participation in the discussion of problems and the formulation of recommendations" (p. 23). King further recommends that an occupational advisory committee is more effective if there are only five to seven members, including the program director and a representative cross sample of employers and employees from the child care facilities and agencies in the community. However, the exact number on the committee will vary depending upon the size of the school system, the geographic area served,size of the community, and type of program. More detailed guidelines for organizing and working with advisory committees are provided by King (1960).

Once established, the advisory committee plays an important role in:

1. Conducting a survey to determine the need for trained child care workers in the community.
2. Identifying skills and knowledges needed on the job.
3. Planning the physical facilities and setting program standards.
4. Selecting the staff and trainees.
5. Establishing a child care laboratory, if there is one.
6. Evaluating the program and placing the graduates.
7. Locating sources of financial support for the program.
8. Interpreting the training program to the community.

Program Staffing

The number of staff members will be influenced by the grade level of the program, amount of funding, whether or not a child care laboratory is established, ages of the children served by the child care laboratory, and number of trainees. Programs at any grade level will usually have a program director or someone who is responsible for conducting the training. The responsibilities of the program director may involve coordinating classroom instruction and on-the-job training, teaching the trainees, supervising the on-the-job training, and teaching the children if there is a child care laboratory. If the program director's main responsibility is coordinating the program, then additional trained teachers may be necessary to teach the child development and related courses. Also, additional staff is desirable and often necessary when there is a child care laboratory. This additional staff may include a nursery school teacher or teachers (depending on the number and ages of the children), clerical staff, cook, and janitor. The number of staff members and their responsibilities should be delineated early in the program planning.

Program Director and Teacher Qualifications

The program director and teacher qualifications vary according to whether the program is offered at the secondary, post-secondary, or adult level. Guidelines will be presented in terms of these three levels.

At the secondary level, the program director is generally the teacher or teacher-coordinator and has the responsibility of coordinating the classroom and on-the-job training as well as teaching the trainees, supervising their on-the-job training as well as teaching the children if a child care laboratory is provided by the high school. The qualifications for the program director at this level include:

1. Must meet state certification requirements.

2. Bachelor's degree with a major or minor in child development or early childhood education and supporting work in occupational guidance.

3. Previous teaching experience at the secondary level.

4. Previous work experience with children.

5. Previous administrative and supervisory experience, if possible.

When the program is offered through a community college or area vocational school, the director's responsibilities may include coordinating the total program, directing the child care laboratory if there is one, consulting with teachers in cooperating child care programs (day care centers, nursery schools, etc.), and may or may not include teaching the child development and related courses. Qualifications for the program director at the post-secondary level include:

1. Bachelor's or Master's degree with major in child development or early childhood education.

2. Previous teaching experience at the post-secondary level.

3. Previous work experience with children.

4. Previous administrative and supervisory experience.

When the director of the post-secondary program serves only as a coordinator and supervisor, the teachers of the child growth and development courses and head teachers in the child care laboratory and cooperating child care programs should have at least a bachelor's degree with a major in child development or early childhood education. The teachers from the cooperating child care programs should also have some supervisory experience.

At the adult level, the responsibilities of the program director may include coordinating the entire program, teaching the trainees, and con-

sulting with the teachers in cooperating child care programs. The qualifications for the adult program director will vary depending on the manner in which the program is offered. If the adult training program is offered through a secondary, area vocational school, or community college and the director is on the school's staff, then she will generally possess the qualifications as previously listed. However, it is also possible to utilize professionally trained persons such as a day care center director or pediatric nurse who have had experience with children but no teaching experience or to use persons who have had much work experience with children and some formal training but do not have a college degree. In general the qualifications for the adult program director include:

1. Bachelor's degree with a major or minor in child development, early childhood education, or related area; or equivalent in training and work experience in a child care situation.

2. Previous work experience with children.

3. Previous teaching experience with adults, if possible.

4. Previous administrative and supervisory experience, if possible.

Program Funding

Funds for training child care workers are provided by a number of federal agencies including: (1) the Children's Bureau, Office of Juvenile Delinguency and Youth Development, Office of Education, and Public Health Service of the Department of Health, Education, and Welfare; and (2) the Manpower Administration of the Department of Labor (Rosenberg, 1969). Most of the grants offered by these agencies are awarded either by matching formulas or by full funding to state and local public agencies, private organizations, schools, and in a few cases to individuals. Those seeking funds should:

1. Contact the appropriate agency for information on eligibility, availability of funds, and developing project applications. Addresses of the agencies are provided by Rosenberg (1969).

2. Develop the proposal according to agency specifications. If possible, the proposal should be written so that there will be resources for continuation of the training program as long as a need for training exists.

An additional source of training funds for school districts who qualify are the Vocational Education Amendments of 1968. Applications are made through the State Director of Vocational Education in the State Department of Education.

Program Costs

Program costs will vary depending upon the number of staff members, number of trainees, program length, availability of physical facilities, and

whether or not a child care laboratory is part of the program. Some expenditures which should be considered include:

1. Salaries and benefits for the program director as well as teachers and staff of the child care laboratory if there is one.

2. Stipends for the student trainees.

3. Travel expenses for program director.

4. Unless school property can be obtained, cost of renting a building of suitable construction and enough floor space to meet the requirements of the program director and staff (offices), trainees (classroom), and the child care laboratory if there is one.

5. Cost of standard equipment and furnishings for the office and classroom, unless furnished by school district.

6. Cost of equipment and supplies for the child care laboratory as well as miscellaneous expenses, such as liability insurance, laundry, food, and others. An example of equipment, supplies, and costs for an infant/toddler center is provided by Mazyck (1969).

7. Cost of educational materials to be used by teachers and trainees, including books, pamphlets, films, filmstrips, and other supplies.

8. Communications expenses, such as postage, telephone, and office supplies.

Additional information concerning costs is provided in a publication by the U.S. Department of Health, Education, and Welfare (1969).

Trainee Selection

In selecting the trainees, personality characteristics and educational background are important. Regardless of the grade level, trainees should possess these characteristics:

1. Physically and emotionally healthy.

2. Genuine interest in and desire to work with children.

3. Some understanding of children's behavior.

4. Flexibility, can make adjustments to unexpected situations.

5. Enthusiasm, sense of humor, cheerfulness, patience, resourcefulness, and dependability.

6. Verbal facility.

7. Sensitivity to cleanliness and sanitary practices.

The nature of the trainees' educational background will vary depending upon the grade level of the program. Some examples of the differences in grade level include the following:

1. At the secondary level, previous course work in home economics and related subjects may or may not be required. In addition, the trainees must meet employment age requirements established by federal, state and local laws. Provisions of the Fair Labor Standards Act regarding the employment of youth under 18 years of age are provided by the U.S. Department of Labor (1971).

2. When a post-secondary program is offered through a community college or area vocational school, the trainees must (a) be high school graduates or equivalent and (b) meet other entrance requirements of the institution.

3. Adult programs can be offered to out-of-school youth and adults who may or may not have a high school degree but possess ability and desire to work with children.

A variety of methods for selecting the trainees include:

1. Personal interview with the applicant.

2. References from teachers and other school personnel.

3. References from previous employers, when applicable.

4. Physical examination.

5. Written statements by applicants, including goals, occupational aspirations, personal interests.

Curriculum

The curriculum content will vary depending upon the grade level of the program, number of trainees, and program length. There are some guidelines which apply to all three levels, including:

1. Course work content should be based on a job analysis of the competencies needed on the job by child care workers. Job analyses by Cozine (1966) and Rahmlow and Kiehn (1967) reveal that workers need knowledges in the following areas to perform their work effectively: (a) *Child development*, or knowledge of children's social, emotional, physical, and intellectual development and ways to foster this development. This aspect would involve planning, supervising, and guiding activities. (b) *Materials,* or knowledge about animals, plants, books, visual aids, art supplies, and other educational materials. This aspect would involve experience in preparing and using the materials. (c) *Physical arrangements,*

or knowledge of the physical plant and major equipment. This aspect would involve the study of development and organization of various types of child care programs, and experience in planning, supervising, and guiding children's activities. (d) *General*, or knowledge relating to orientation to work, applying for jobs, personal grooming, health, and others.

2. In addition to course work related to child development and guidance, supervised work experience which involves extensive observation of and participation with children is an integral part of the training. If possible, students should have participation and observation experiences in at least two different child care programs in order to expose them to a variety of situations.

3. There are several ways of providing supervised work experiences: (a) Maintaining a child care laboratory in the secondary school, community college, or area vocational school; (b) Arrange work experiences with cooperating public or private child care programs (nursery schools, day care centers, kindergartens, and others). Selection of a cooperating child care program must be made carefully so that trainees are supervised by qualified staff members. Considerations should be given the supervising nursery teacher's educational background and work experience, type of experiences offered to the children, willingness of the cooperating program's director to have trainees, and others.

4. At all levels, trainees need experience in working with the parents of the children in the child care laboratory or cooperating child care program. This experience may be gained through observing and participating in parent-teacher conferences, parent education programs, parent meetings, and others.

5. At the secondary level, the course work and training experiences must be arranged so that students can attend other required courses and graduate. In scheduling the training, two consecutive class periods daily (preferably three) are recommended.

6. Though the number of credits offered by a junior college or area vocational school will vary, approximately 64 credit hours, offered over four semesters or six quarters, are recommended for a post-secondary degree program. The course pattern usually includes 30-40 credit hours of course work in child development and 20-30 credit hours of related and general education subjects.

7. The course pattern for short-term post-secondary and adult programs usually includes only child development and related courses which may or may not receive credit.

For more information regarding the curriculum content, the reader is urged to review the annotations in the bibliography.

Facilities and Equipment

While the facilities and equipment needs will vary depending upon the number of trainees, amount of funding, and others, there are some general guidelines for these needs. The basic centers for the training program are the classroom(s) and child care laboratory, unless observation and work experiences are arranged with cooperating child care programs. This section will provide guidelines pertaining to office and class space. The following section will include guidelines for the development and operation of a child care laboratory.

1. Facility and equipment needs must be planned to meet the needs of the program director, other staff, and trainees.

2. The facilities must comply with state and local regulations regarding building safety, sanitation, fire prevention, lighting, and ventilation.

3. Office space and furnishings should be available for the program director and teaching staff.

4. Classroom(s) should be large enough to accommodate the trainees. Furnishings in the classroom(s) should be movable to permit flexibility for lectures, discussions, demonstrations, and group and individual work.

5. Suggested equipment includes movable chairs and tables, chalkboard, audiovisual equipment, and storage space for the equipment.

Establishing and Operating a Child Care Laboratory

The decision to establish a child care laboratory will be influenced by the availability of facilities, the amount of funding, availability of trained preschool teachers, number of trainees, experience and background of the program director, availability of other programs offering observation and supervised work experience, and others. Once the decision has been made to establish a child care laboratory, the advisory committee should outline the characteristics, aims, and objectives of the child care program, which influence decisions regarding the following points:

1. Selection of the children. This involves determining the age and sex of the children and socioeconomic background. It is often desirable to select children from a variety of ethnic and socioeconomic backgrounds so that trainees may have experiences with children from various backgrounds.

2. Involvement of parents. Parents must be informed of the goals and objectives of the child care program. Also, efforts should be made to involve them in the program, and some ways to do this include membership on the advisory committee, parent-teacher-

trainee conferences, an organized parent education program, and parent meetings. Involving parents provides an opportunity for transfer of the developmental activities from the laboratory to the home.

3. State and local regulations. Many states have regulations pertaining to the indoor and outdoor facilities, teacher requirements, educational program, and health and safety standards, and these regulations must be met. The child care laboratory should also be covered by liability insurance to protect the program legally in case of accidents to staff or children.

4. Selection of staff. Whoever serves as the teacher of the children, whether it is the program director or a preschool teacher, must have training and experience with children and also some supervisory experience with young people and adults. Depending on the length of the nursery sessions, there may be need for a cook and a nurse. Janitorial help is also a necessity.

5. Facilities. In planning the indoor and outdoor space, consideration should be given to the needs of the director, teaching and other staff, children, their parents, and the trainees. (a) Indoor considerations. The amount of indoor space will vary depending on the age of the children, but the most frequently recommended amount is 35 square feet per child, exclusive of storage space and furniture, plus additional space for observing students. The indoor facilities should be easy to clean and maintain and include a large instructional room equipped with storage space and furnishings appropriate for the age of the children, a kitchen if meals are to be served, an isolation room, toilet facilities, and an observational booth or room equipped with one-way vision mirror. (b) Outdoor considerations. The amount of outdoor space also varies with the age of the children, but 75 square feet per child is the most frequently recommended amount. It should be fenced and easily accessible from the indoor areas, and there should be a combination of hard surfaces and turf and equipment for outdoor activities, including digging, climbing, pushing, running, and others.

6. Equipment. The amount of equipment depends on the size of the room, number and ages of the children, and climate. Generally, all programs should plan equipment for these activities: art, literature and music, block building, housekeeping, water and sand play, science, and outdoor play.

Several sources pertaining to establishing a child care laboratory are the Alabama State Department of Education (1965), Child Welfare League of America (1969), Cole (1966), Berson and Chase (1966), Kritchevsky, *et al.* (1969), and U.S. Department of Health, Education, and Welfare (1970).

Evaluation, Placement and Follow-up

These three processes are important, particularly in determining the success of a training program. Important considerations include:

1. Evaluation should be continuous throughout the training program in order to judge the trainees' progress and the teacher's effectiveness. Several means of evaluating include tests, anecdotal records, self evaluation, employer evaluation, and parent evaluation (parents of the children with whom trainees worked).

2. The program director, with the assistance of staff members and the advisoy committee, has primary responsibility for the placement and follow-up of the graduates of the training program.

3. Follow-up of both the graduates and the employers should be conducted after one year and then every five years to further determine the success of the program, where changes in the curriculum are needed, and to project the need for continuing the training program. Recommended follow-up devices include personal interviews or mailed questionnaires requesting information from employers and graduates concerning promotion and/or increases in salary, most and least valuable aspects of the training, and what should be included in future training programs.

annotated bibliography[1]

(Boldface numbers indicate pages which cite the references)

Alabama State Department of Education. *Furnishings, Equipment, and Supplies for Child Development Laboratory in Occupational Home Economics.* Montgomery, Alabama: Home Economics Education, Alabama State Department of Education, 1965. 15 pp. (VT 005 033, Winter ARM 68, MF available in VT-ERIC Set ED 027 441) **30**

Suggested furnishings, equipment, and supplies are listed for a child development laboratory designed for 20 children.

_____. *Outline for Occupational Home Economics Course in Child Development Occupations.* Montgomery, Alabama: Home Economics Service, Alabama State Department of Education, 1966. 44 pp. (VT 001 296, Spring AIM 68, MF available in VT-ERIC Set ED 017 746)

This experimental outline is for teacher use in planning a two semester course to prepare eleventh and twelfth grade students for entry level child care occupations which involve care and guidance of children, such as child care center worker, nursery school assistant, and play room attendant. Subject-matter areas cover: (1) significance and scope of the field, (2) occupational opportunities in child care, (3) personal qualities which contribute to career success, (4) knowledge of human development, (5) meaning of child care and guidance in early childhood education, (6) child development centers as learning laboratories, (7) observation-participation, and (8) employment factors. Also included in the guide are suggestions for student selection, scheduling, and facility needs.

Amos, Ruth, and Zimmerman, Beatrice B. *A Survey of the Need for Pre-School Teacher Training.* Grand Forks, North Dakota: College of Education, University of North Dakota, 1968. 27 pp. (ED 017 735 MF $0.65 HC $3.29)

Reported are the results of a survey revealing the need for a training program for preschool teachers and assistant teachers and suggested course listings for two year and four year college programs.

Arnote, Thelma E. *Learning and Teaching in a Center for the Care of Infants and Toddlers: A Descriptive Review of Experience with Staff Development.* Washington, D.C.: Children's Bureau (DHEW), and Greensboro, North Carolina: The University of North Carolina at Greensboro, 1969. 61 pp. **4, 5, 18**

Describes experiences with recruiting, orienting, and training the paraprofessional staff in an infant-toddler day care center.

Berman, Samuel P. "A Report on a CWLA Project to Train New Child Care Workers." *Child Welfare,* Vol. 49, 1970. pp. 156-160. **13**

Described in this article is a demonstration and research project conducted by the Child Welfare League of America in five cities to train underemployed and unemployed persons as child care workers.

[1] Bibliographical entries followed by an ED or MP number in parenthesis are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations, MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), P. O. Drawer O, Bethesda, Maryland 20014. Payment must accompany orders totaling less than $10.00.

Berson, Minnie P., and Chase, William W. *Planning Preschool Facilities.* Washington, D.C.: Office of Education (DHEW), 1966. 12 pp. (ED 018 094 MF $0.65 HC $3.29) **30**

This article discusses considerations in planning facilities, including space relationships and needs, indoor and outdoor areas, teaching and learning activities, recommended child-teacher ratio, and need and activities of preschool children.

Brittain, Clay, and Low, Seth. *Child Care Arrangements of the Nation's Working Mothers, 1965, A Preliminary Report.* Washington, D.C.: Children's Bureau, Welfare Administration (DHEW), and Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1965. 17 pp. (ED 015 272 MF $0.65 HC $3.29) **3**

Reported are the findings of a survey of the child care arrangements of mothers who had worked 27 weeks or more during 1964 and had at least one child under 14 years of age.

California State Department of Education. *Curriculum Guide, Child Care Centers.* Sacramento, California: California State Department of Education, 1964. 36 pp. (ED 002 147 MF $0.65 HC $3.29)

This curriculum guide contains learning experiences designed for three- and four-year-old children attending child care centers. Experiences are suggested for (1) protecting health and growth, (2) furthering physical development, (3) fostering emotional development, (4) guiding social development, (5) developing language abilities, (6) building mathematical concepts, (7) exploring science concepts, and (8) experiencing aesthetic concepts.

Cavanagh, Catherine, and Rahmlow, Harold F. *A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Child Care Work, Report Number 10.* Olympia, Washington: Washington State Board for Vocational Education, and Pullman, Washington: Washington State University, 1966. 22 pp. (ED 010 661 MF $0.65 HC $3.29)

This report contains a copy of a field-tested instrument designed to obtain facts about the major types and combinations of tasks performed by child care workers.

Champoux, Ellen M., and Scheve, Helen. *Child-Care Services. A Tentative Teaching Guide.* Topeka, Kansas: Kansas State University and Department of Home Economics Education, Kansas State Board for Vocational Education, 1968. 84 pp. (VT 001 088, Spring AIM 70, MF available in VT-ERIC Set ED 041 177)

This resource guide provides suggestions for teaching a 10 to 12 week (300-360 hours) secondary or post-secondary training program for child care workers which utilizes classroom instruction and recommends laboratory and work experience. Units are developed around: (1) the basic concepts of child care aide, (2) basic needs of children, (3) growth and development of children, (4) behavior and guidance of children, and (5) children's play. Included in the guide are suggestions for trainee selection, instructor qualifications, facility needs, and suggestions for training time and work experience.

Child Welfare League of America. *Child Welfare League of America Standards for Day Care Service. Revised Edition.* New York, New York: Child Welfare League of America, Inc., 1969. 132 pp. (ED 039 019 Document not available from EDRS) **1, 30**

These standards would be useful in planning and implementing day care programs for children.

Cole, Sonia M. *Suggestions Pertaining to Space and Equipment for Post High School Technical Programs.* Columbus, Ohio: Division of Vocational Education, Ohio State Department of Education, 1966. 9 pp. (VT 000 848, Spring ARM 69, MF available in VT-ERIC Set ED 030 001) **30**

Listed are space and equipment needs for a two year program in child care technology. Estimates are given for a classroom and laboratory nursery school.

Conafey, Katherine R. "A High School Program in Child Care." *American Vocational Journal,* Vol. 41, No. 4, 1966. pp. 33-34. **10**

This article describes a one semester high school program to train child care workers.

Cozine, June. *Approaches to Use in Assessing Needs for, Content of, and Certain Factors to be Considered in Offering Home Economics Courses Preparing for Gainful Employment.* Stillwater, Oklahoma: Research Foundation, Oklahoma State University, 1966. 54 pp. (ED 010 019 MF $0.65 HC $3.29) **21, 22, 27**

To aid in planning gainful employment programs, this document reports the results of surveys to develop educational guidelines and techniques and determine need for and competencies expected of child care and clothing service workers.

Cozine, June, *et al. A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume I.* Stillwater, Oklahoma: Oklahoma State University, 1968. 41 pp. (ED 023 881 MF $0.65 HC $3.29)

Reported are the results of a study designed to develop and test curriculum materials for three entry level gainful employment courses, including child care services, and to formulate recommendations for policies and procedures to follow in initiating training programs.

———. *A Pilot Study for Gainful Employment in Home Economics. Final Report. Vol. II, A Suggested Curriculum Guide for Preparing Child Care Workers for Entry Level Jobs.* Stillwater, Oklahoma: Oklahoma State University, 1968. 92 pp. (ED 023 882 MF $0.65 HC $3.29)

This curriculum guide, developed as part of a pilot study, is for teacher use in organizing and teaching a one year (36 weeks) program to prepare eleventh and twelfth grade students for entry level child care occupations. Major emphasis of the program, which requires one hour daily of classroom instruction and 300 hours during the year of on-the-job work experience, include: (1) orientation to the world of work, (2) types of child care services, (3) duties of the child care aide, and (4) needs, growth, development, behavior, and guidance of children.

Dales, Ruth J., and Buis, Anne G. *Development of Post-High School Wage-Earning Programs in Home Economics Education Utilizing the Resource Guide*

Care and Guidance of Children. Final Report. Tallahassee, Florida: School of Home Economics, Florida State University, 1968. 107 pp. (ED 024 783 MF $0.65 HC $6.58)

This publication reports the proceedings of a three week institute held at Florida State University to study and interpret the curriculum guide, *Child Care and Guidance.*

District of Columbia Public Schools. *Nursery Assistants. Curriculum Guides in Trade and Industrial Education.* Washington, D.C.: District of Columbia Public Schools, 1964. 23 pp. (VT 008 419, Fall AIM 69, MF available in VT-ERIC Set ED 034 074)

This curriculum guide contains a three year program to train high school students as nursery assistants. The program is designed to provide one and a half hours daily in related subjects (science, mathematics and/or art), one and a half hours daily in academic subjects and three hours daily in laboratory practice or shop work. Instructional units are divided into blocks emphasizing (1) orientation to the field of nursery education, (2) physical, social, and intellectual development of children, (3) organizing a nursery school, and (4) supervised training in nursery schools.

Eichelberger, Lila Jean. "Child Development and Guidance: The Occupational Aspect." *Illinois Teacher of Home Economics,* Vol. 13, September-October, 1969. pp. 21-53.

This article outlines and describes a one year course for eleventh or twelfth grade students preparing for employment in the area of child development. The course, which concentrates on the development of three- to four-year-olds, is designed to be taught concurrently with on-the-job training experiences. Instructional units emphasize (1) occupational orientation, (2) responsibilities of child care workers, and (3) child care employment as a career.

Erickson, Marion J. *A Program to Prepare High School Students for Employment as Preschool and Kindergarten Aides. Trainee's Text.* Ypsilanti, Michigan: Ypsilanti Public Schools, 1966. 102 pp. (VT 002 805, Winter AIM 70, MF available in VT-ERIC Set ED 049 382)

This text was developed for use in conjuction with a one semester program to prepare high school students for employment as preschool and kindergarten aides. Information is provided for these units: (1) occupational orientation, (2) understanding child behavior and discipline, (3) methods of helping children, (4) developing communication and cognitive skills, and (5) using dramatic play in preschool and kindergarten.

Ferndale High School. *Vocational Training Program for Childcare Aides.* Ferndale, Michigan: Department of Home Economics, Ferndale High School, 1967. 131 pp. (MF available in VT-ERIC Set ED 031 586)

This document reports the results of a one year pilot training program designed to prepare high school students as child care aides.

Fischer, George D. *Statement on Comprehensive Preschool Education and Child Day Care Act of 1969 Before the Select Subcommittee on Education, February 27, 1970.* 4 pp. (ED 039 941 MF $0.65 HC $3.29) 3

Included in Mr. Fischer's statement are several recommendations for additional provisions in the bill regarding the training of personnel, use of high school students, federal aid, and others.

Flanegan, Catherine P., and Ridley, Agnes Fenster. *Annotated Bibliography on Gainful Employment in Home Economics, 1959-67.* Tallahassee, Florida: Department of Home Economics, Florida State University, 1967. 15 pp. (VT 004 346, Winter ARM 68, MF available in VT-ERIC Set ED 027 441)

This bibliography contains annotated articles from *American Vocational Journal, Illinois Teacher of Home Economics,* and the *Journal of Home Economics* which would be helpful in organizing and conducting a child care training program.

Florida State Department of Education. *Child Care Services. A Suggested Guide.* Tallahassee, Florida: Home Economics Section, Florida State Department of Education, 1969. 43 pp. (VT 012 232, Summer AIM 71, MF available in VT-ERIC Set-see November 1971 RIE)

This curriculum guide is for teacher and administrator use in planning and implementing a program to train workers for the care of young children in a variety of situations outside the home. Suggestions for initiating the program, duties of kindergarten aide, organizing an advisory committee, and personal data forms are provided. Instructional units emphasize (1) characteristics of the child care aide, (2) occupational opportunities, (3) meeting the basic needs of children, (4) growth and development of children, (5) planning facilities, equipment, and space, (6) preparing for a job, (7) planning a child care program, and (8) setting up a child care center.

Frost, Judith, and Meyers, Miriam, ed. *Day Care Reference Sources: An Annotated Bibliography, May, 1970.* Minneapolis, Minnesota: Kenny Rehabilitation Institute. 1970. 35 pp. (ED 039 700 MF $0.65 HC $3.29)

This annotated bibliography of day care references lists (1) documents published for use within the federal government, (2) publications of departments and bureaus within the federal government, (3) publications by non-governmental associations and institutions, and (4) materials distributed by the Minnesota Department of Public Welfare. Also included is information on reprints and books, bibliographies and catalogues, and organizations publishing materials on day care.

Garrett, Pauline G. *Post-Secondary Education in Home Economics.* Washington, D.C.: American Vocational Association, 1967. 25 pp. (VT 006 343, Spring ARM 69, MF available in VT-ERIC Set ED 030 001)

This report contains guidelines for initiating degree and non-degree wage earning programs at the post-secondary level.

Garrison, Dorothy Joan. "A Teacher Aide and Child Care Program." *Today's Education,* Vol. 59, No. 2, 1970. p. 32. **8**

Described in this article is a one to two semester program for high school students considering a career in teaching or the child care services.

Georgia University. *Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services. Volume II: A Post-High School Program in Child Care Services Vocational Education in Home Economics. 1966-67.* Athens, Georgia: College of Education, University of Georgia, 1967. 170 pp. (ED 026 524 MF $0.65 HC $6.58)

This report outlines job descriptions, competencies, steps in initiating and implementing programs, and a curriculum designed to prepare persons for

employment as child care workers in day care centers, nursery schools, children's institutions, medical institutions, and recreational facilities. Units of the two year post-secondary curriculum emphasize: (1) human growth and development, (2) child-family relationships, (3) available child care services and roles of personnel, (4) criteria for child care programs, (5) characteristics of children, (6) observing children, (7) play activities and group relationships, (8) employer characteristics, and (9) personal and professional development.

Gorman, Anna M. *Employment Opportunities in Which Knowledge and Skill in Home Economics are Needed.* Lexington, Kentucky: College of Education, University of Kentucky, 1969. 114 pp. (ED 030 736 MF $0.65 HC $6.58) **22**

Reported are the results of a study conducted to determine employment opportunities, analyze data to predict job trends, and analyze requirements for jobs in the home economics area, including the care and guidance of children.

Hayes, Anne C. *Food for Children in Day Care Centers; A Teaching Guide. Upgrading Program for Child Day-Care Center Personnel, Unit IV.* Lexington, Kentucky: Instructional Materials Laboratory, University of Kentucky, 1970. 21 pp. (VT 012 774, Summer AIM 71, MF available in VT-ERIC Set-see November 1971 RIE)

This teaching guide is the fourth in a series of units designed for upgrading child care center personnel. The six, two hour lessons cover these topics: (1) nutritional needs of children, (2) children's eating habits, (3) main dish foods, fruits, and vegetables, (4) cost, care, and safety of foods, and (5) fun foods. Related units are Henry (1967 and 1968a and b).

Hendricks, Gertrude E. "Adult Education for Employment in Youngstown, Ohio." *Illinois Teacher of Home Economics,* Vol. 8, 1964-65. pp. 277-287.

This article outlines a 16 week course designed to prepare nursery school aides. Instructional units emphasize (1) occupational orientation, (2) characteristics of children from one to six, (3) health and safety, (4) laboratory training, (5) planning curriculum and equipment for children, (6) children's routines. (7) discipline and handling behavior problems, (8) guidance of children, and (9) parent education.

Henry, Sarah T. *Creative Activities for Children in Centers, Tentative Outline and Bibliography. Up-Grading Programs for Child Day-Care Personnel. Unit III.* Lexington, Kentucky: Instructional Materials Laboratory, University of Kentucky, 1968a. 14 pp. (VT 007 120, Fall AIM 69, MF available inVT-ERIC Set ED 034 074)

This teaching guide is the third in a series of units designed for upgrading child care center presonnel. The six lessons cover these topics: (1) meaning and importance of activities, (2) arts and crafts experiences, (3) books, stories, and periodicals for children, (4) music and rhythm experiences, (5) science activities and field trips, and (6) seasonal activities or special occasions. Related units are Hayes (1970) and Henry (1967 and 1968b).

———. *Planning A Daily Program for Children in Centers; A Teaching Guide. Up-Grading Program for Child Day-Care Center Personnel, Unit II.* Lexington, Kentucky: Instructional Materials Laboratory, University of Kentucky, 1967. 65 pp. (VT 007 121, Fall AIM 69, MF available in VT-ERIC Set ED 034 074)

This teaching guide is the second in a series of units designed for up-grading child care center personnel. The six units cover these topics: (1) meeting the needs of children, (2) indoor and outdoor activities, (3) child care routines, (4) characteristics of a good child care program, and (5) planning and evaluating a child care program. Related units are Hayes (1970) and Henry (1968a and b).

_____. *Understanding Children Under Six; A Guide for Teachers. Up-grading Program for Child Day-Care Center Personnel, Unit I.* Lexington, Kentucky: Instructional Materials Laboratory, University of Kentucky, 1968b. 54 pp. (VT 007 119. Fall AIM 69, MF available in VT-ERIC Set ED 034 074)

This teaching guide is the first in a series of four units designed for up-grading child care center personnel. The eight, two hour lessons cover these topics: (1) understandings needed by the child care worker, (2) principles of growth and development, (3) characteristics of two, three, four and five-year-olds, (4) principles of child guidance, and (5) guiding children's behavior. Related units are Hayes (1970) and Henry (1967 and 1968a).

Hobson, Arline. *Teachers and the Education of Aides. Paraprofessionals Develop Professional Skills.* Tucson, Arizona: Arizona Center for Early Childhood Education, University of Arizona, 1970. 7 pp. (ED 039 198 MF $0.65 HC not available from EDRS) **12, 13**

This publication describes a 12 week migrant opportunity program in which 12 disadvantaged women were trained as preschool aides.

Howard, Norma Kemen. *Day Care: An Annotated Bibliography.* Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1971. 16 pp.

Included are annotations and ordering instructions for 20 research and journal publications in the field of day care, which have appeared in *Research in Education* (RIE) from January, 1970 through March, 1971, and in *Current Index to Journals in Education* (CIJE) from January, 1970 through April, 1971. Topics include licensing standards, costs, developing day care programs, funds for day care projects, and others.

Illinois Bureau of Employment Security. *Neighborhood-Based Child Care Services for the Inner City: A Service Model, A Staffing Plan, and A Program Implementation Strategy.* Chicago, Illinois: Human Services Manpower Center, Illinois Bureau of Employment Security, 1971. 92 pp. (VT 013 411, ARM Vol. 5 No. 2, VT-ERIC Set-See December 1971 RIE) **4, 5, 19**

The model developed in this publication is designed to provide inner city residents in a 25-block area with these services: (1) child care for 40-50 preschool children, (2) after-school programs for a similar number of school children, (3) family life education and social services to the families, and (4) employment and career development opportunities for residents interested in child care and human services.

Katz, Lilian G., and Weir, Mary K. *Staffing Preschools: Background Information.* Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education and National Laboratory on Early Childhood Education, 1969. 8 pp. (ED 034 589 MF $0.65 HC $3.29) **1**

This report explores background variables related to preschool teaching and concludes that the critical shortage of trained preschool personnel will continue to grow.

Keister, Mary Elizabeth. *A Review of Experiences—Establishing, Operating, Evaluating—A Demonstration Nursery Center for the Daytime Care of Infants and Toddlers. Final Report.* Washington, D.C.: Children's Bureau (DHEW), and Greensboro, North Carolina: The University of North Carolina at Greensboro, 1970. 69 pp. **18**

Reports the activities of Phase I of a two phase demonstration and research project which was devoted to establishing, operating, and evaluating an infant-toddler day care center.

Kentucky University *Training Program for Child Care Aide, Suggested Guide.* Lexington, Kentucky: Department of Home Economics, University of Kentucky, 1965. 72 pp. (VT 000 862, Spring AIM 69, MF available in VT-ERIC Set ED 030 770)

This guide describes a 180 hour (18 week) vocational home economics program to prepare child care aides for work in private homes or group-care situations. Suggested classroom and on-the-job experiences are provided in these units: (1) infants, (2) toddlers, (3) preschoolers, (4) special problems, (5) occupations and child care aide, and (6) other occupations.

Keyserling, Mary Dublin. *Child Day Care Service Needs, A Challenge to the District.* Washington, D.C.: Office of Education (DHEW), 1967. 12 pp. (MP 000 200 MF $0.65 HC $3.29) **1, 3**

Cited in this speech are the inadequate number of day care facilities to meet the needs of working mothers and several recommendations for improving conditions in the Washington, D.C. area.

King, Sam W. *Organization and Effective Use of Advisory Committees.* Washington, D.C.: Office of Education (DHEW), 1960. 75 pp. (ED 019 431 MF $0.65 HC $3.29) **22, 23**

Although designed to serve as a guide for local administrators and teachers of trade and industrial education programs, this publication offers suggestions applicable to the organization and operation of advisory committees for any occupational training program.

Kritchevsky, Sybil, *et al. Planning Environments for Young Children: Physical Space.* Washington, D.C.: National Association for the Education of Young Children, 1969. 58 pp. (ED 038 162 Document not available from EDRS) **30**

This publication explains how to plan physical space for young children that meets stated program goals.

Kupsinel, P. *Home Economics Related Occupations Training Plans.* Terre Haute, Indiana: Indiana Research and Development Coordinating Unit for Vocational and Technical Education, 1969. 70 pp. (ED 029 975 MF $0.65 HC not available from EDRS)

This publication provides a framework for teacher use in coordinating related classroom instruction, student career objectives, and planned on-the-job training. Child care occupation training plans are included for aides in the home, kindergarten, nursery school, and playground.

Low, Seth, and Spindler, Pearl G. *Child Care Arrangements of Working Mothers in the United States.* Washington, D.C.: Children's Bureau, Social and Rehabilitation Service (DHEW) and Women's Bureau, Wage and Labor

Standards Administration, Department of Labor, 1968. 123 pp. (ED 040 738 MF $0.65 HC not available from EDRS) **3**

This report presents basic data on the types of child care arrangements used by mothers who had worked 27 weeks or more during 1964 and had at least one child under 14 years of age.

Mallory, Berenice. *Programs for Career Opportunities in Child Development.* Washington, D.C.: Division of Vocational and Technical Education, Office of Education (DHEW), 1969. 11 pp. (VT 010 136, Spring AIM 71, VT-ERIC Set-See October 1971 RIE) **11, 22**

Ongoing secondary, post-secondary, and adult child care training programs offered by the Atlanta, Georgia, public schools are described.

Mazyck, Aurelia. *Suggested Equipment and Supplies for Infant-Toddler Center.* Washington, D.C.: Children's Bureau (DHEW), and Greensboro, North Carolina: The University of North Carolina at Greensboro, 1969. 21 pp. **26**

Lists equipment, supplies, and costs for an infant-toddler day care center, which are based on two years of experience operating a center for 15 infants and 10-12 toddlers.

Memphis City School System. *Pilot Training Program for Supervised Worker in Child Development Center, Job-Oriented Program for Home Economics, Memphis, Tennessee, February 14-June 30, 1966. Progress Report.* Memphis, Tennessee: Memphis City School System, 1966. 160 pp. (ED 018 579 MF $0.65 HC $6.58) **8, 10**

Described in this publication is a one semester pilot program designed to give high school seniors an opportunity to help preschool children acquire basic educational concepts and skills needed for first grade.

Michigan State Department of Education. *Michigan Bibliography of Resource Materials for Training in Home Economics Related Occupations.* Lansing, Michigan: Michigan State Department of Education, 1968. 59 pp. (VT 009 970, Summer AIM 70, MF available in VT-ERIC Set ED 042 931)

This bibliography is a listing of resource materials for use in training students for home economics related occupations. One of the eight divisions lists textbooks and teaching materials, alphabetically by author and title, for child care services.

Milliken, Mary Elizabeth. *The Care of Infants and Young Children. A Program to Prepare Personnel for Group Care of Young Children.* Raleigh, North Carolina: Department of Community Colleges, North Carolina State Board of Education, 1967. 53 pp. (ED 013 289 MF $0.65 HC $3.29)

The program outlined in this guide may be offered as a full-time curriculum or as an extension course and may be offered for pre-employment or for upgrading personnel already working with young children. The 330 hour pre-employment program involves 180 hours of classroom instruction in (1) the nature and scope of day care for young children, (2) health and safety of young children, and (3) creative activities for young children. The remaining 60 hours are spent in field experience in child care facilities. The upgrading program is similar to the pre-employment program except that it is not necessary to offer the field experience. The guide provides suggestions for student and faculty selection, graduation requirements, and course outlines for the three courses and field experience. Graduates of the program may find em-

ployment in day care centers, nursery schools, kindergartens, and other child care facilities.

New York State Education Department. *Home Economics Occupational Education. Child Care Services Training Guide.* Albany, New York: Bureau of Secondary Curriculum Development, New York State Education Department, 1969. 106 pp. (VT 010 442, Summer AIM 70, MF available in VT-ERIC Set ED 042 931) **22**

This guide was prepared to assist school administrators and teachers in developing a two year program to train youth and adults for entry level employment in child care services. Procedures are provided for implementing the program, establishing an advisory committee, identifying and describing occupations for training, selecting staff and trainees, and providing children, training, and facilities. The 900 hour program includes 120 hours of occupational orientation and 780 hours of classroom and supervised work experiences in five occupational cluster areas, including infants and toddlers, young children, older children, handicapped children, and children's merchandise.

Ohio State Department of Education. *Manual of Operation for Vocational Home Economics Programs in Job Training in High Schools.* Columbus, Ohio: Division of Vocational Education, Ohio State Department of Education, 1965. 33 pp. (ED 012 750 MF $0.65 HC $3.29)

This manual describes several one and two year secondary training programs utilizing home economics skills and knowledge, including training programs for child care workers. Included is information pertaining to type of programs, student eligibility, teacher qualifications, space and equipment requirements, procedures for establishing a job training program, administration and supervision of the program, and descriptions of the specific training programs.

———. *Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.* Columbus, Ohio: Division of Vocational Education, Ohio State Department of Education, 1965. 23 pp. (VT 000 109, Winter ARM 69, MF available in VT-ERIC Set ED 036 657)

This manual was developed to explain and interpret the purpose and programs of adult vocational education oriented toward training in occupations utilizing home economics skills and knowledge, and one of the programs described in the manual is the child care aide. The description includes a discussion of the classroom instruction and supervised experience with chidren, duties students are trained to perform upon completion of the program, and facilities needed if the school maintains a nursery school. In addition, the manual provides guidelines for: (1) criteria and procedure for training and retraining programs, (2) reimbursement, (3) qualifications of teachers and students, (4) curriculum, and (5) suggested training hours, class size, and teaching aids.

Oklahoma State University. *Tentative Guides for Gainful Employment Programs in Vocational Home Economics in Child Care Services, Clothing Services, Food Services. Part B.* Stillwater, Oklahoma: Oklahoma State University, 1965. 150 pp. (VT 001 793, Spring AIM 69, MF available in VT-ERIC Set ED 030 770)

These curriculum materials are for teacher use in planning one year pro-

grams to prepare eleventh and twelfth grade and post-secondary students for employment in child care, clothing, and foods occupations. Units in the child care area which combine classroom instruction with on-the-job training stress (1) child care services and facilities, (2) understanding and appreciating children, (3) knowledge and skills in child care, (4) experience with children's activities and routines, and (5) developing attitudes, work habits, and relationships.

Pennsylvania State Department of Public Instruction. *Preparing for Employment in Child Care Services in Pennsylvania.* Harrisburg, Pennsylvania: Pennsylvania State Department of Public Instruction, 1966. 63 pp. (VT 002 020, Summer AIM 68, MF available in VT-ERIC Set ED 020 442)

This guide is for use in developing a two year secondary or post-secondary training program for child care workers of less than professional level. Included in the guide are: (1) suggestions for program organization, including objectives, teacher qualifications, selection of students, course length and grade level, scheduling, advisory committees, financing, parent education, and integration of training program with regular high school subjects, (2) a curriculum guide and resources for program planning, operation, and evaluation, and (3) space and facility requirements.

Penta County Vocational School and Technical College. *Curriculum for Job Training Education in Home Economics.* Perrysburg, Ohio: Penta County Vocational School and Technical College, n.d. 92 pp. (VT 007 409, Summer AIM 71, MF available in VT-ERIC Set-See November 1971 RIE)

This curriculum guide contains a two year child care program designed to train eleventh and twelfth grade students as aides for first year and assistants the second year. Students spend one hour daily in the classroom and an additional three hours daily in a child development laboratory under the supervision of a child development teacher. Students who complete the aide program in their junior year may enroll in the assistant program their senior year. Students trained as assistants are prepared to work at a higher level of employment and to take greater responsibility on the job. Units of the two year program emphasize (1) occupational opportunities, (2) normal growth and development of children, (3) factors influencing development, (4) guidance and care of children, (5) observation, (6) management, maintenance, and basic office procedures, (7) play material, supplies, and equipment, (8) food for children, and (9) personality development, appearance, and communication.

Rahmlow, Harold F., and Kiehn, Shirley O. *A Survey and Analysis of Major Tasks, Knowledges Associated with Work in Child Care Occupations. Final Report.* Pullman, Washington: Washington State University, 1967. 42 pp. (ED 021 066 MF $0.65 HC $3.29) **22, 27**

Reported are the results of a study to identify knowledge and competency requirements associated with nonprofessional child care occupations.

Reed, Mildred A. *Where Is Day Care Heading?* Seattle, Washington: Seattle Day Nursery Association, 1968. 12 pp. (ED 016 530 MF $0.65 HC $3.29)

This paper suggests improvements to make day care services more comprehensive and emphasizes that good day care programs must be carefully planned to avoid being merely custodial.

Rosenberg, Beatrice. *Federal Funds for Day Care Projects. (Revised Edition).* Washington, D.C.: Women's Bureau, Department of Labor, 1969. 79 pp. (ED 033 741 MF $0.65 HC $3.29) **25**

This publication lists several federal agencies which provide funding for day care projects, including the training of child care workers. The description of each program includes a review, authorization, eligibility, funds, and address for additional information.

Ruderman, Florence A. *Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children.* New York, New York: Child Welfare League of America, Inc., 1968. 392 pp. (ED 045 175 Document not available from EDRS) **1, 2**

This publication reports the results of a survey conducted by the Child Welfare League of America which was concerned with public attitudes toward day care, child care arrangements made by working mothers, and the status of organized day care facilities.

Schubert, Genevieve W. *A Sample Wage Earning Training Program for Child Day Care Aide, Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Education Act of 1963.* Milwaukee, Wisconsin: Home Economics Division, Milwaukee Vocational, Technical, and Adult Schools, n.d. 62 pp. (VT 000 892, Summer AIM 70, MF available in VT-ERIC Set ED 042 931)

This guide provides a plan for implementing a 36 week (540 hours) child day care aide training program which incorporates occupational training with required high school courses. Information is provided for: (1) program planning and organization, including teacher and student qualification, facility requirements, job responsibilities and requirements, selection of an advisory committee, conducting a community survey, program budget, and student forms, (2) program implementation, including a program description, instructional outlines, and student forms, and (3) post-program suggestions, including follow-up techniques and evaluation forms.

Sherman, Ralph. "A Training Program for Child Care Workers: A Demonstration." *Child Welfare,* Vol. 45, 1966. pp. 518-521. **16**

Results of a 10 week summer training program to prepare adults for employment in child care institutions are reported.

South Carolina State Department of Education. *Tentative Work Material for Occupational Home Economics Programs.* Columbia, South Carolina: Home Economics Section, South Carolina State Department of Education, September 1967. 90 pp. (VT 005 235, Summer ARM 69, MF available in VT-ERIC Set ED 031 587)

Among the curriculum materials contained in this publication are materials for planning a 17-20 week program to prepare secondary, post-secondary and adult groups to be child care workers. Classroom and on-the-job experiences are provided for units covering these topics: (1) characteristics and qualities of a child care worker, (2) types of child care services and occupational opportunities, (3) knowledge of child growth and development, (4) understanding children's behavior, (5) helping children develop self-help habits, (6) importance of food and children's safety, and (7) use and care of equipment and supplies. Suggestions for conducting a community survey and job analysis, for providing related work experience and observation opportunities, selection of teachers, and follow-up techniques are included.

———. *Tentative Work Material for Occupational Home Economics Programs.* Columbia, South Carolina: Home Economics Education Section, South Carolina State Department of Education, December, 1967. 283 pp. (VT 005 234, Spring AIM 69, MF available in VT-ERIC Set ED 030 770)

This publication contains materials developed for planning occupational home economics programs, including two curriculum plans for preparing secondary, post-secondary, and adult groups to be child care workers. Classroom, laboratory, and on-the-job training experiences are provided for units covering these topics: (1) orientation and opportunities in child care services, (2) employee qualifications, (3) importance of heredity and environment, (4) knowledge of human growth and development, and (5) planning programs and facilities for children. Additional suggestions for implementing, maintaining, and evaluating the programs are included.

Tennessee State Department of Education. *A Manual of Operation for Occupational Programs in Vocational Home Economics.* Nashville, Tennessee: Division of Vocational Education, Tennessee State Department of Education, 1966. 15 pp. (VT 001 661, Fall AIM 69, MF available in VT-ERIC Set ED 034 074)

This manual provides information needed in developing job training programs in several occupational areas utilizing home economics knowledge and skills, including care and guidance of children. Suggestions pertaining to organization and planning, student and teacher qualifications, scheduling, and teacher salary are provided for programs at the secondary, post-secondary, or adult education level and for persons with special needs. Additional suggestions are provided for facility needs, travel expenses, class size, observation and work experiences, advisory councils, and job placement, evaluation, and follow-up. Some guidelines for developing occupational programs are also included.

———. *Possible Course Offerings in Occupational Home Economics Education.* Nashville, Tennessee: Division of Vocational Education, Tennessee State Department of Education, 1965. 13 pp. (VT 000 104, Fall AIM 68, MF available in VT-ERIC Set ED 022 971)

Two of the course offerings provided in this publication which utilize home economics knowledge and skills are a one year course for child care center aide and a two year course for child care center assistant. Each course description includes a job description, employment opportunities, personal qualities conducive to job success, suggested course content, teaching facilities, and work experience.

Tenney, Gertrude. "An Open-Ended Program in Gainful Home Economics." *American Vocational Journal,* Vol. 45, 1970. pp 62-63. 5

This article briefly describes four gainful home economics programs including a Nursery Teacher Aide Program.

Texas Technological University. *Child Care Aide.* Lubbock, Texas: School of Home Economics, Texas Technological University, 1969. 433 pp. (ED 037 532 MF $0.65 HC $13.16)

Based on job analysis interviews with child care center personnel, this course of study is intended for a two semester training course when supplemented with job orientation information to prepare eleventh or twelfth grade students as child care aides. Instructional units emphasize (1) orientation to the

duties of a child care aide, (2) the child in his family and in the child care center, (3) food and eating habits, (4) play, (5) books, music, toys, games, and nature and science experiences, (6) health and safety, (7) infant care, and (8) exceptional children.

U.S. Department of Commerce. *Current Population Reports: Consumer Income,* Series P-60, No. 75. Washington, D.C.: Bureau of the Census, Department of Commerce, December 14, 1970. 136 pp.

Included in this report are statistics relating to the income of persons and families for 1969.

_____. *Current Population Reports: Consumer Income,* Series P-60, No. 77. Washington, D.C.: Bureau of the Census, Department of Commerce, May 7, 1971. 8 pp. 3

Included in this report are statistics relating to persons whose income is below poverty level.

U.S. Department of Health, Education and Welfare. *Child Care and Guidance, A Suggested Post High School Curriculum.* Washington, D.C.: Office of Education (DHEW), 1970 (revised edition). 55 pp. (ED 042 051 MF $0.65 HC not available from EDRS) **22, 30**

This guide is for teacher and administrator use in initiating a two year post-secondary program to prepare persons to work, under supervision as assistants in day care centers, nursery schools, kindergartens, and child development centers. Planning and implementing information is provided for program objectives, administrative considerations, advisory committees, facilities and equipment, staff, students, curriculum, student participation exercises, establishing a laboratory nursery school, and student evaluation, placement and follow-up.

_____. *Good References on Day Care.* Washington, D.C.: Children's Bureau, Social and Rehabilitation Service (DHEW), 1968. 27 pp. (ED 027 969 MF $0.65 HC $3.29)

This annotated bibliography contains approximately 70 entries concerned with developing, administering, and evaluating day care programs, including: (1) day care guides and standards, (2) environmental standards, (3) education and child development, (4) social services, (5) health and nutrition, (6) training staff, (7) parent involvement, and (8) administration, coordination, and evaluation.

_____. *Standards and Costs for Day Care.* Washington, D.C.: Office of Education (DHEW), 1969. 8 pp. (ED 042 501 MF $0.65 HC $3.29) **26**

Provided is an analysis of costs and standards for care in a center for a full day, care in a foster home for a full day, and care in a center before and after school and during the summer. Standards are projected for three levels of quality, including minimum, acceptable, and desirable.

_____. *Training Plan Outlines for Manpower Development and Training Act Courses for Nursery School Aides.* Washington, D.C.: Division of Manpower and Training, Office of Education, (DHEW), 1962. 22 pp (VT 009 036, Fall AIM 69, MF available in VT-ERIC Set ED 034 074)

Examples of two training plan outlines designed as refresher courses or to prepare trainees for entry level employment as nursery school aides are

provided in this publication. Units in the 360 hour course emphasize (1) work adjustment, (2) how learning occurs, (3) growth and development, (4) discipline and coping with behavior problems, (5) health, nutrition and safety, (6) planning a nursery school program, equipment, and supplies, (7) working relationships, and (8) using resources. Units of the 1080-hour course are similiar with the addition of 675 hours of clinical training.

U.S. Department of Labor. *A Guide to Child Labor Provisions of the Fair Labor Standards Act.* Washington, D.C.: Wage and Hour Division, Department of Labor, 1971. 35 pp. (VT 013 368, ARM Vol. 5, No. 2, MF available in VT-ERIC Set-See December 1971 RIE)

This guide contains general information useful to employers and coordinators of cooperative and work experience programs involving employment of youth under 18 years of age.

_____. *Background Facts of Women Workers in the U.S.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1967a. 19 pp. (ED 014 613 MF $0.65 HC $3.29) **3**

Background facts are provided for 1966, including the number of working women, their age, marital status, number and ages of children, educational level, type of work, and income.

_____. *Background Facts on Women Workers in the U.S.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1968a. 18 pp. (MP 000 727 MF $0.65 HC $3.29)

Background facts are provided for 1967, including the number of working women, their age, marital status, number and ages of children, educational level, type of work, and income.

_____. *Background Facts of Women Workers in the U.S.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1970a. 24 pp. (ED 048 438 See future issue of RIE)

Background facts are provided for 1969, including the number of working women, their age, marital status, number and ages of children, educational level, type of work, and income.

_____. *Day Care Facts.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1970b. 15 pp. (ED 050 245 MF $0.65 HC $3.29) **2, 3**

Included are facts showing a need for day care services, descriptions of federal legislation providing funds for public and private day care, and some day care program descriptions.

_____. *Fact Sheet on the American Family in Poverty.* Washington, D.C.: Women's Bureau, Department of Labor, 1966. 5 pp. (MP 000 226 MF $0.65 HC $3.29) **3**

This report provides statistics for 47.8 million families in the U.S. in 1964, including income, sex of family head, employment of wife, and number and ages of children.

_____. *Negro Women in the Population and in the Labor Force.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1967b. 46 pp. (ED 000 510 MF $0.65 HC $3.29) 2

Data contained in this report provide a statistical profile of black women and a comparison of black women with black men and white men and women.

_____. *Report on a Consultation on Working Women and Day Care Needs.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1968b. 89 pp. (ED 000 579 MF $0.65 HC $3.29) **1**

This publication contains the proceedings from a one day consultation designed to stimulate greater awareness of the needs of working mothers and their children for expanded and improved day care services.

_____. *Working Mothers and the Need for Child Care Services.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1967c. 24 pp. (ED 014 580 MF $0.65 HC $3.29)

This document contains data on the number of working women in 1966 along with results of a survey of the child care arrangements of mothers who worked at least 27 weeks in 1964 and had at least one child under 14 years of age. The conclusion was that too many children had either questionable or completely inadequate care.

_____. *Working Mothers and the Need for Child Care Services.* Washington, D.C.: Women's Bureau, Wage and Labor Standards Administration, Department of Labor, 1968c. 23 pp. (ED 000 700 MF $0.65 HC $3.29)

Reported are the results of a survey of the child care services used by mothers who had worked at least 27 weeks in 1964 and had at least one child under 14 years of age.

Wagner, Marsden G. *Statement by Marsden G. Wagner, M.D. Representing the American Public Health Association Before the Select Subcommittee on Education, March 3, 1970.* 4 pp. (ED 039 940 MF $0.65 HC $3.29) **3**

This statement outlines several critical issues in day care and early childhood education and suggests improvements needed in HR 13520, Comprehensive Preschool and Child Day Care Act of 1969.

Waldman, Elizabeth. *Marital and Family Characteristics of Workers, March 1966. Special Labor Force Report Number 80.* Washington, D.C.: Bureau of Labor Statistics, Department of Labor, 1967. 35 pp. (ED 015 291 MF $0.65 HC $3.29) **2, 3**

This publication reports some reasons for increased number of women workers along with marital and family characteristics.

White House Conference on Food, Nutrition, and Health. Final Report. Washington, D.C.: Government Printing Office, 1970. 346 pp. (ED 047 125 MF $0.65 HC not available from EDRS) **3**

Reported are panel and task force recommendations aimed at eliminating hunger and malnutrition due to poverty and improving the nutritional health of all Americans.

Witt, Mildred R., and Wall, James E. *Research in Home Economics Gainful Employment, Five Pilot Projects in Mississippi, 1965-66. Preliminary Report Number 15.* Jackson, Mississippi: Mississippi State Department of Education, and State College, Mississippi: Mississippi State University, 1966. 35 pp. (ED 011 293 MF $0.65 HC $3.29) **16, 18**

This document reports the results of five pilot projects designed to train out-of-school youth and adults in occupations requiring home economics knowledge and skills, including a child care worker training project.

MISSION OF THE CENTER

The Center for Vocational and Technical Education, an independent unit on The Ohio State University campus, operates under a grant from the National Center for Educational Research and Development, U.S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach and interinstitutional in its program.

The Center's mission is to strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

- Conducting research and development to fill voids in existing knowledge and to develop methods for applying knowledge.
- Programmatic focus on state leadership development, vocational teacher education, curriculum, vocational choice and adjustment.
- Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.
- Providing a national information storage, retrieval and dissemination system for vocational and technical education through the affiliated ERIC Clearinghouse.